



**Discovery Learning Model Applied in WA Messenger : The  
Implementation and Its Effect toward Students' Writing Skill**

(An Experimental Research in SMK N 2 Tegal at the Tenth Grade)

**Bayatan Yuflihul Akbar  
NPM.1617500002**

**ENGLISH DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
PANCASAKTI UNIVERSITY  
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### AGREEMENT

This research project entitled **"DISCOVERY LEARNING MODEL APPLIED IN WA MESSENGER : THE IMPLEMENTATION AND ITS EFFECT TOWARD STUDENTS' WRITING SKILL"** (An Experimental Research in SMK N 2 Tegal at the Tenth Grade)" was approved by the advisors to be examined by the board of examiners of the English Education Department of Teacher Training and Education Faculty, Pancasila University Tegal.

Which proposed by :

Name : Bayatan Yuflihul Akbar

Reg. Number : 1617500002

Tegal, 30<sup>th</sup> July 2021

Agreed by:

First Advisor,



Yulia Nur Ekawati, M.Pd

NIDN. 06280278402

Second Advisor



Anin Eka Sulistyawati, S.S., M.Hum

NIDN 0628078501

## APPROVAL

This Research Project entitled "*Discovery Learning Model Applied in WA Messenger : The Implementation and Its Effect toward Students' Writing Skill*" has been examined and decided acceptable by the Board of Examiners of English Department of Teacher Training and Education Faculty, Pancasakti University Tegal on:

Day : Friday

Date : July 30<sup>th</sup>, 2021

Chairperson,

  
Dr. Sutji Mulyani, S.S.M., Hum  
NIDN. 0625077001

Secretary

  
Yuvita, M.Pd  
NIDN. 0601077705

The Board of Examiner,

First Examiner,

  
Endang Sulistianingsih, M.Pd  
NIDN. 0624048201

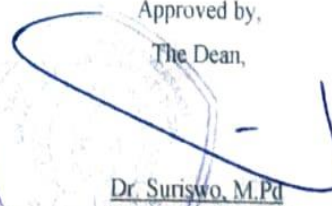
Second Examiner/ Second  
Advisor,

  
Anin Eka Sulistyawati, SS, M. Hum  
NIDN. 0628078501

Third Examiner/ First  
Advisor,

  
Yulia Nur Ekawati, M.Pd  
NIDN. 0628078402

Approved by,  
The Dean,

  
Dr. Suriswo, M.Pd  
NIDN. 06160336701

#### STATEMENT OF ORIGINALITY

I state that my research project entitled "DISCOVERY LEARNING MODEL APPLIED IN WA MESSENGER : THE IMPLEMENTATION AND ITS EFFECT TOWARD STUDENTS' WRITING SKILL" is definitely my own work.

In writing this research project, I do not make plagiarism or citation which is inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others' opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard

Tegal, 30 July 2021

The Writer



Bayatan Yuflihul Akbar

## **MOTTO AND DEDICATION**

### **Motto :**

- The more mistake do it, so will dare to succeed. (the writer)

### **Dedicated to :**

- First of all, I would like to thank Allah SWT who has made it easily for this thesis.
- Thanks for my family has support it.
- My advisors (Yulia Nur Ekawati, M.Pd. and Anin Eka Sulistyawati, S.S.,M.Hum.). Thank you for the lessons I've got.
- Thank you friends in arms who have given each other encouragement and motivation.
- Thanks for the reader, I hopefully this research can provide useful knowledge and inspiration.

## **PREFACE**

Alhamdulillah, all praises to Allah SWT for the blessing, health, and inspiration, so the writer finally has succeeded in finishing this research project entitled “DISCOVERY LEARNING MODEL APPLIED IN WA MESSENGER : THE IMPLEMENTATION AND ITS EFFECT TOWARD STUDENTS' WRITING SKILL”.

The research project is arranged to submit in partial fulfillment of requirement for degree of Sarjana Pendidikan of Teacher Training and Education Faculty, Pancasakti University Tegal.

The writer realizes that the research project writing will not be going smoothly without the help and guidance from various parties. Therefore, on this chance the writer says many thanks to:

1. The Dean of Teacher Training and Education Faculty Pancasakti University Tegal.
2. The Head of English Department of Pancasakti University Tegal.
3. Yulia Nur Ekawati, M.Pd. as the first advisor who has given advice and correction in finishing this research project.
4. Anin Eka Sulistyawati, S.S. M.Hum. as the second advisor who has given motivation and advice to the writer to finish this research project.
5. All people who can not be said one by one who has helped the writer to finish this research project.

This research project is the writer realized that this thesis is still far from being perfect. Therefore, criticisms and suggestions are expected to make this research project better. It is expected to be useful reading for others.

Tegal, 30 July 2021

Bayatan Yuflihul Akbar

## ABSTRACT

**Yuflihul, Bayatan Akbar.** 2021. 1617500002: "*Discovery Learning Model Applied in WA Messenger: The Implementation and Effect toward Students' Writing Skill.*". Research project. Strata I program, Faculty of Teacher Training and Education, Pancasakti University Tegal, The First Advisor Yulia Nur Ekawati, M.Pd. and Second Advisor Anin Eka Sulistyawati, S.S, M.Hum.

Key words : *WA Messenger, Discovery Learning Model, Students' Writing Skill.*

The objectives of these research are to find out the implementation of Discovery Learning Model in teaching writing using WA Messenger and to find out whether or not there is a significant effect of using Discovery Learning Model on students' writing skill.

The research hypothesis is the use of Discovery Learning Model gives a positive effect towards students' writing skill. Discovery Learning Model is applied to the tenth grade students of SMK N 2 Tegal in the academic year 2020/2021.

In this research, the population is all the tenth grade students in SMK N 2 Tegal which is totally 330 students. The writer uses simple random sampling with two group design (experimental group and control group). The total of sample is 60 students. 30 students is as experimental group and 30 students as control group. The experimental group is the group of students who are taught using Discovery Learning Model. The control group is the group of students who are taught without using Discovery Learning Model. After teaching 7 meetings, the writer gives guided writing test to experiment group and control group.

This research the writer uses SPSS program to analyze data. The t-test is higher than t-table  $(-7,831) > (-1,699)$ . It means the use of Discovery Learning Model more effective to teach writing skill. The using group statistic the writer finds the total number of respondents is 60 students, mean of experiment group is 82,40 and the control group is 70,43. It means the experimental class is better than the control class, or in other words learn writing skill in Discovery Learning Model is better. The result shows that the use of Discovery Learning Model more effective and there is significant difference in teaching writing skill to the tenth grade of SMK N 2 Tegal.

So, from the analysis above it can be concluded that there is the process of teaching in students' writing skill at tenth grade of SMK N 2 Tegal same with the theory, the students show positive responses in teaching writing skill. Therefore, the writer suggests that will be better for the teacher to use the Discovery Learning Model in teaching and activity, especially in teaching writing skill. Students also need it to develop way learning, so can learn and understand the material clearly with own thinking.



## ABSTRAK

**Yuflihul, Bayatan Akbar.** 2021. 1617500002:“Model Discovery Learning diterapkan didalam WA Messenger: Penerapan dan Pengaruhnya Terhadap Keterampilan Menulis Siswa.”. Proyek Penelitian. Program Strata 1, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Pembimbing pertama Yulia Nur Ekawati, M.Pd. dan Pembimbing kedua Anin Eka Sulistyawati, S.S, M.Hum.

Kata kunci : WA Messenger, Model Discovery Learning, Keterampilan Menulis Siswa.

Tujuan dari proyek penelitian ini adalah untuk mengetahui penerapan Model Discovery Learning dalam pembelajaran menulis menggunakan WA Messenger dan untuk mengetahui ada tidaknya pengaruh yang signifikan dari penggunaan Model Discovery Learning terhadap keterampilan menulis siswa.

Hipotesis penelitian ini adalah Penggunaan Model Discovery Learning berpengaruh positif terhadap keterampilan menulis siswa. Model Discovery Learning diterapkan pada siswa kelas X SMK N 2 Tegal tahun ajaran 2020/2021.

Populasi dalam penelitian ini adalah seluruh siswa kelas X SMK N 2 Tegal yang berjumlah 330 siswa. Penulis menggunakan simple random sampling dengan desain dua kelompok (kelompok eksperimen dan kelompok kontrol). Jumlah sampel adalah 60 siswa. 30 siswa sebagai kelompok eksperimen dan 30 siswa sebagai kelompok kontrol. Kelompok eksperimen adalah kelompok siswa yang diajar dengan menggunakan Model Discovery Learning. Kelompok kontrol adalah kelompok siswa yang diajar tanpa menggunakan Model Discovery Learning. Setelah mengajar 7 kali pertemuan, penulis memberikan tes menulis pada kelompok eksperimen dan kelompok kontrol.

Penelitian ini penulis menggunakan program SPSS untuk menganalisis data. Uji-t lebih tinggi dari t-tabel  $(-7,831) > (-1,699)$ . Artinya penggunaan Model Discovery Learning lebih efektif untuk mengajarkan keterampilan menulis. Dengan menggunakan statistik kelompok penulis menemukan jumlah responden adalah 60 siswa, rata-rata kelompok eksperimen adalah 82,40 dan kelompok kontrol adalah 70,43. Artinya kelas eksperimen lebih baik dari kelas kontrol, atau dengan kata lain keterampilan menulis dalam Model Discovery Learning lebih baik. Hasil penelitian menunjukkan bahwa penggunaan Model Discovery Learning lebih efektif dan terdapat perbedaan yang signifikan dalam pengajaran keterampilan menulis pada siswa kelas X SMK N 2 Tegal.

Jadi, dari analisis di atas dapat disimpulkan bahwa ada proses pembelajaran keterampilan menulis siswa kelas X SMK N 2 Tegal sama dengan teori, siswa menunjukkan respon positif dalam pembelajaran keterampilan menulis. Oleh karena itu, penulis menyarankan sebaiknya guru menggunakan Model Discovery Learning dalam pembelajaran dan aktivitasnya, khususnya dalam mengajarkan keterampilan writing. Siswa juga membutuhkannya untuk mengembangkan cara belajar, sehingga dapat mempelajari dan memahami materi secara jelas dengan pemikirannya sendiri.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter consists of background of the study, identification of the problem, limitation of the problem, statement of the problem, objectives of the problem, and significances of the research.

#### **A. Background of the Problem**

The writing as one of the four language abilities that must be improved because it necessitates constant thought and creativity. Writing is an activity in English that requires the writer to be able to compose relevant information in a way that is understandable to the reader. Because of this, writing has become a crucial talent to learn. Writing has become an important skill to master because our lives are inextricably linked to communication. To find out that communication can be in the form of oral and written. According to Cenrikawaty (2008: 7) define writing can interpreted as an activity to express ideas using written language as a medium of delivery that is programmed to use language. Whereas (Hogue, 1996: 2) stated that writing is producing something in written form so that people can read, with the purpose of providing information to people in writing.

Various aspects of life in the global era necessitate writing skills as a prerequisite. One type of writing that is important in educational settings. Here, Students are expected to able to write academically this setting. then a result, schools or institutions must provide their students with the necessary skills to deal with real-world situations in English. When teaching writing students must be

able to correctly structure, grammar and vocabulary because in the writing process it can help students think and choose words and feelings to build a well written text.

Furthermore, the use of writing in education teach students to think about how to improve the quality of correct grammar. Temesgen et al.(2015) writing in education will provide opportunities for students to gain writing knowledge and experience in order to communicate their ideas, appreciation, feelings, desires, and experiences to various parties. In writing learning activities, it is designed to improve students' writing skills by sharpening their feelings, reasoning, imagination, and developing students' sensitivity.

According to Nisa,(2015) “writing is one of the most important subjects because it allow to share idea from our brain in writing”. The writing skills essential for success, whether in writing reports, school or university assignments. Students believe that the writing process necessitates intellectual effort, which includes brainstorming, planning, goal setting, and evaluating what to write. According to Durga and Rao,(2018) stated Several factors the importance of writing skills: Exploration is essential for self-understanding when writing documents, improving communication skills, and enhancing creativity.

However, writing one of not an easy skill for students to master because writing entails attempting to produce or reproduce written messages. Musdizal (2020) stated that writing as the most difficult skills that learners are expected to acquire, because it require the mastery of a various of linguistic and cognitive skills. Students who study English, particularly writing, must not only learn skills,

but also master productive skills such as grammar, spelling, and punctuation. According to Richards and Renandya (2002 : 303) the writing as one of the most difficult skill for foreign language learners to master. Not only it difficult to generate and organize ideas, but it is also difficult to translate this idea into a readable text. On other hand, students require something new in their learning, such as a new situation, a new learning method, or a new learning technique. As a result, the writer attempts to use social media (WA Messenger) as an experimental class in this research.

Social media is a type of online media in which users can easily interact socially with their friends, family, teachers, and so on. It is an important role in education because technological advancement and science bring about significant changes in education. Maximum supporting media is required in a good learning process, especially when the writer uses the media of WA Messenger as research in the experimental class.

Furthermore, Rokmawati (2020) stated that many students are familiar with WA Messenger and that it can be an alternative tool for students to provide new learning experiences. In this regard, WA Messenger has a number of advantages over other technological tools used by the educational system, including low cost, simplicity, accessibility, and efficiency.

As solve the problem above, writer believes that students require new technique or learning model in order to comprehend the material presented by the teacher. Discovery learning model is the method to use because it will make it easier for students to express or transfer new ideas.



The Discovery Learning Model is a method allows students to observing, think, ask questions, and find material for themselves. Additionally, the Discovery Learning Model emphasizes the learning process, so that students can problem solve because the learning model is student centered. According to Yusnawami (2017) in (Education, 2019) discovery learning is a process in which students can learn independently and in groups by observe, questions, trying, reason, and communicate. (Krisnawati, 2015) Discovery learning is a learning model that emphasizes the importance of assisting students in understanding the structure of the learning process, the effort for active student participation in the learning process, and the belief that true learning occurs through personal discovery.

As a result, one of the appropriate teaching methods for writing skill is a discovery learning model. According to Thorsett (2002) the discovery learning model as a learning situation in which the main content of what is to be learned is not provided but must be discovered by students themselves. In this method, the teacher serves not only as a manager in the classroom, but also as a guide and facilitator, directing students to build their own knowledge by posing problems to be solved using scientific steps. The discovery learning model stage is divided into two stages: preparation and implementation. (Mendikbud 2013) in (Anggraini 2019) In the preparation stage, there are seven things that the teacher must do. The seven things are: Setting learning goals, identifying the characteristics of students, choosing learning materials to be studied, choosing topics, elaborating material, rearranging the topic from simple to complex, and conduct an assessment.

Whereas for the implementation stage there are six stages, namely

stimulation, problem statement, data collection, data processing, verification, and generalization. Then the writer sees that the aims of the discovery learning model could improve on the students' knowledge, understanding, and create encouragement during learning.

Based on background above, the writer conduct the study concerning on the implementation and effect of implementation "Discovery Learning Model applied in WA Messenger toward Students' Writing Skill".

## **B. Identification of the Problems**

Based on the background of the problem above, the writer can identify some problems as follows:

1. Does the Discovery Learning Model improve students' writing skills at tenth grade students of SMK N 2 Tegal?
2. How the use of the Discovery Learning Model give positive effect on students' writing skills at tenth grade students of SMK N 2 Tegal?
3. Is there any significant effect of between implementation of Discovery Learning Model on students' writing skill and who not implementation Discovery Learning Model?

## **C. Limitation of the Problems**

Based on the background and problem above, in this research the writer limits the problems, as follows:

To find out of Discovery Learning Model as teaching media on improve students' writing skill at ten grade students of SMK N 2 Tegal, and to find out

whether there is any significant effect of between implementing of Discovery Learning Model on students' writing skill and who not implementing Discovery Learning Model.

#### **D. Statement of the Problems**

Based on the background of problem above, the writer draws two formulations of the problem as follows:

1. How the Discovery Learning Model implemented in teaching writing using WA messenger?
2. Is there any significant effect of implementing Discovery Learning Model on students' writing skills?

#### **E. Objectives of the Research**

Based on the problem above, the aims of study according to the writer is as follow:

1. To find out the implementation of Discovery Learning Model in teaching writing using WA messenger.
2. To find out whether or not there is a significant effect of using Discovery Learning Model on students' writing skill.

#### **F. Significances of the Research**

Based on the results above. there are two benefits to this research:

1. Theoretical Significances

Theoretically, the result of this research is to develop concepts and knowledge about students' writing skills by applying the Discovery Learning Model.

## 2. Practical Significances

- a. For Teachers are to formula knowledge of Discovery Learning Model as a suitable method for teaching writing skill.
- b. For Students are to help the students understand Discovery Learning Model more easily.
- c. For Readers are to be guide and reference for next research.

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES, FRAMEWORK OF THINKING, AND HYPOTHESIS**

This chapter presents review of related literature, theoretical framework and hypothesis.

#### **A. Previous Studies**

This section is devoted to previous studies, especially those deal with the Discovery Learning Model, online media of WA Messenger and Students' Writing Skill.

The first journal is conducted by Musdizal and Hartono (2020) the title of "The Influence of Discovery Learning Method and Video on Students' Writing Skill". The sample of this study was 41 students consisted of two classes. The quantitative research design whereas the instrument which used in this research was test. The test was pretest and posttest. The results show that mean score of the experimental group was 91,24 and the mean score of control class was 66,6. It meant that the experiment class was better than the control class. Based on the result of this study the writer suggested that the discovery learning model as one of alternative system in teaching writing.

The second journal is conducted by Krisnawati(2015) the title of "The Implementation of teaching writing using discovery learning model to the eighth grade students at SMPN 1 Grogol in Academic year 2014/2015". The population sample of this study was class VIII-D students and English teachers at SMPN 1 Grogol. The qualitative research design whereas the

instruments uses observation, interviews and documentation. The researcher observed the implementation of discovery learning model in teaching writing while researchers took video recordings as documentation and researcher interviews to obtain data for students and teachers of English. Based on the results of the study, the writer concluded that the discovery learning model can help students understand the material, besides Discovery Learning can increase student motivation.

The Third journal is conducted by Mochamad Roni Sobari, and Hendra Husnussalam (2019) the title “The use of Discovery Learning Method to Improve Students' Writing Descriptive Text” The sample of this research was consist of 16 students. The classroom action research as the research design, each cycle comprised pre-test, two meetings for treatment and post-test. In collecting data, the researcher used test and nontest. The result show that test scores which the mean score of posttest1 in cycle one (5.65) higher than the mean score of pretest (4.03) and the mean score of post-test in cycle two (6.72) higher than the mean score of post-test1 in cycle one. From the results of the research, it can be summarized that using discovery learning method can improve the students' writing descriptive text.

This research has some differences and similarities with the third previous studies. The differences are the research method, whereas in this research use experimental research and this research the writer took the tenth grade as researcher. As for as the similarity on the teaching model, they uses Discovery Learning Model towards Writing Skill and the instrument of test.

## **B. Review of Related Theory**

To support this study, it explores the theories of Discovery Learning Model, WA Messenger, and Writing.

### **1. Discovery Learning**

#### **a. The Nature of Discovery Learning**

The Discovery Learning is a model to improve active student learning with discovering and investigating themselves, so that the results obtained remain and memorable in the minds of students in order to they not easily forgot with using discovery learning, students can also think analysis and try to solve their own problems. Discovery learning model also emphasizes the importance of helping students to understand the structure or ideas of a discipline and the need for active student involvement in the learning process, especially for learning writing skill.

According to Suryosubroto (2009:179) stated that discovery is a mental process whereby students assimilate a concept or a principle. The mental processes are: observing, classifying, making conjectures, explaining, measuring, and making conclusions. Suryosubroto (2009:198) stated that discovery is a learning process where the teacher allows learners to find their own information. In contrast to the traditional approach that is usually obtained from the lectures of teachers in class.

#### **b. The Steps of Discovery Learning Model**

According to Syah (2004: 244) in (Anggraini, 2020) stated there are

six stages in Discovery Learning Model as follow:

1) Stimulation

The stimulation stage, where teacher can start the teaching and learning activity by asking questions, or other technique learning that leads to problem solving preparation. This stage function to provide interactive condition in learning which could help students to be more active in exploring the material.

2) Problem statement

The problem statement stage, where the teacher giving an opportunity to the students to identify problems related to the learning material.

3) Data collection

The data collection stage, where students conduct experiments or exploring, while teacher provides opportunities for students to gather as much information relevant to prove correct or not the hypothesis it. Data can be obtained through reading the literature, observing the objects, conduct their own experiments, and so on. This stage function to answer questions or prove whether the hypothesis is correct or not.

4) Data processing

The data processing stage is an activity to process data and information obtained by students through interviews, observations, and so on. Data and observation results then interpreted.

5) Verification (proof)



The verification stage, where students conduct a careful examination to prove whether the hypothesis has correct or not, related to the results of data processing.

#### 6) Generalization

The generalization stage is the process of drawing conclusions that can be used as general principles and apply to the event or problem with pay attention to the results of verification.

Based on above, the writer draw conclusions that the students should pay attention to the process of generalization that stressed to the importance of mastering the lesson over the meaning and rules or principles underlying the extensive experience of a person.

#### c. The Purpose of Discovery Learning

Bell (1978) in (Mukharomah, 2015) stated there are many specific purposes in discovery learning, as follow: Students have a chance to involve actively in learning, students learn to discover rule in concrete, as well as students extrapolate information that have given, students learn to formulate question answer strategy that not confusing and use answer question to obtain information, students' concept skills and principles that have been learnt is meaner, students form the way of working together effectively, giving information each other, and listening idea each other. students' skill in discovery learning is easier to transfer new activities and to apply in a new learning situation.

#### d. The Principles of Discovery Learning

According to (Siagian, 2018) the Discovery Learning Model integrates the principles as follow:

##### 1) Problem Solving

The teacher should guide and motivate students to seek for solutions by combining existing and new acquired information as well simplifying knowledge.

##### 2) Student Management

The teacher must allow students to learn alone or with groups, because make a students feel flexibility in the static series of learning and activities.

##### 3) Analysis and Interpretation of Information

This is process oriented and not content-oriented, it mean students in fact learn to analyze and interpret the information obtained.

##### 4) Failure and Feedback

Discovery learning is not only focused on finding the right end result, but new things we discover in the process. And it is responsibility the instructors to provide feedback, because in learning we must each help others.

Based on the principles above, the writer the conclusion that students should have motivation when learning and explore knowledge to interpret the information obtained.

## **2. WA Messenger**

### **a. Definition of WA Messenger**

WA Messenger is a medium to exchange information between individual and group. According to Astika (2017) WhatsApp Messenger is one of platforms that give easy for users to interact and communicate with each other, and can be used as a forum for discussion and as a means teaching and learning activities.

Whereas, Riyanto (2013) stated that WhatsApp can used not only to socialize with friends, but also to study or discussion in Whatsapp group with fellow students and teachers. Then, the teachers are able to post assignments and ask students to complete them by using one of the conveniences WhatsApp offers.

Based on the explanation above, the writer concludes that WA Messenger has a role in education because WA Messenger has many features that facilitate collaborative learning between teachers and students, one of which is group chat as forum discussion and as of teaching and learning activities

### **b. The Benefits of WA Messenger as media learning**

Barhomi (2015:223) in (Lestari, 2021) stated that there are some benefits of WhatsApp Messenger as a media learning, as follow: WhatsApp Messenger provides online collaborative learning facilities between teachers and students, WhatsApp Messenger is a media that easy to use, WhatsApp Messenger could used to share document, and interact directly with teacher through group chat,

voice message or video calls, Information and knowledge can be easily generated and disseminated through various WhatsApp Messenger features.

### **3. Writing**

This discussion related to writing skills, as follows: The nature of writing, the process of writing, types of writing, the aspects of writing skill.

#### **a. The Nature of Writing**

Writing is part of a skill language the syllabus in the teaching of English that is very important to learn as an essential component. (Dita Ayunigtyas, 2014) stated writing is one of skill that should be mastered by the students in learning English. Students have to master in writing because they need it for academic purpose. It means that writing is an important skill for students. Students can transfer idea on a piece of paper when they desired.

Furthermore, according to Bell and Burnady (1989) in Nunan (1989:36) state that writing is a complex cognitive activity that demands the writer to demonstrate the control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Besides, the writing must to understand how to structure and integrate the information into coherent and cohesive paragraphs. It can be said, when we write, we should consider some aspects of writing and develop the paragraph coherently and cohesively.

According to Patricia et al. In Nunan and Richards (1990:227) states that writing can be viewed as a way to explore, generate and

connect the ideas, and connect abstract ideas and experiences.

Based on explanation above, the writer concludes that writing is a cognitive activity in the preparation of sentences or paragraphs consist of ideas, sentence structure or grammar, vocabulary, punctuation, spelling. The purpose is in order to readers can understand the contents of the sentence or paragraph.

#### b. The Process of Writing

According to (Mc Crimmon, 1984:10-11) The writing process divided into four stages: planning, editing, drafting, and revising.

##### 1) Planning

Planning is order procedure used to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

##### 2) Drafting

Drafting is a procedure drawing up a preliminary sketch. At the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

##### 3) Revising

Revising is a procedure to improve or correct a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-

evaluate the choice that has created a piece of writing.

#### 4) Editing

Editing means the students read again what they write as a draft. By doing this, the mistakes can be minimized by writers and it makes writing be effective. In editing, the students find something bad it can be changed to make writing well. For example, the information is not clear, the grammar is not wrong, the sentences have ambiguous meaning, the diction is not appropriate, and the writer writing in bad sequence. If the students find these conditions, the students should change or correct it.

All of the steps above, very important for students to learn the writing through a process, because the process writing is a tool used to enable students to efficiently express their feelings, thoughts and knowledge in writing through some processes. The more students learn how to use this process efficiently, the more they can express themselves efficiently.

#### c. Types of Writing

According to (Nunan,2003) There are four types of some writing:

##### 1) Narration

Narration is a type of writing uses to tell a story. It is define as relating a sequence of events, which occurs over some

period of time.

## 2) Description

Description is a type of writing used to create a vivid picture of an idea, place, or person. Detail use is usually sensory one selected to describe clearly what the writer sees, hears, smells, touches, and tastes.

## 3) Exposition

Exposition is a type of writing defined as presenting reasons, explanations, or steps in a process. It would contain a main idea supporting details and a conclusion.

## 4) Persuasion

Persuasion is a type of writing defined as persuasion of reasons and example to influence action or thought. It requires a writer to state clearly an opinion and supply reasons and specific examples that support that opinion.

### d. The Aspects of Writing Skill

According to (Wibowo, 2013) stated the aspects of writing skill there are some important things that outlined in this discussion, as follows:

#### 1) The Micro and Macro skills of writing

The micro skills refer to producing the basic skills of writing, like forming letters, words, or simple sentences. Whereas the macro skill refer to producing a text or beyond the

discourse level that is producing a meaningful text.

## 2) Mechanical Component of Writing

The mechanical component is the second most important thing in writing, such as skills such as spelling, punctuation, and sentence or paragraph construction. Which the introduce in the teaching and learning process of writing.

## 3) The Cohesion and Coherence of Writing

The cohesion and coherence of writing, these two aspects play an important role in the process of composing a good paragraph and cannot separated in the writing process because they are very closely related to one another. According to (Harmer, 2004) states that cohesion and coherence are needed to make writing more accessible. The first thing to know is cohesion. Cohesion can be defined as a relationship that connects a number of linguistic elements that can be seen in the structure of the text.

## e. Assessment of Writing Skill

Assessment is something that must conduct by teachers will know objectively student learning outcomes, so assessment will get good result if aspects are assessment in writing presented in more detail.

According to ( Heaton ) in (Siagian, 2018) there are five scoring scales: content, organization, vocabulary, language use,



and mechanics.

*Tabel 1 assessment writing skill*

<b>No</b>	<b>Aspect</b>	<b>Score</b>
<b>1.</b>	<p style="text-align: center;"><b>Content</b></p> <p>a) Excellent to very good: knowledge, substantive.</p> <p>b) Good to average: some knowledge of subject, adequate range.</p> <p>c) Fair to poor: limited knowledge of subject, little substance.</p> <p>d) Very poor: does not show knowledge of subject, non substantive.</p>	<p>27-30</p> <p>22-26</p> <p>17-21</p> <p>13-16</p>
<b>2.</b>	<p style="text-align: center;"><b>Organization</b></p> <p>a) Excellent to very good: fluent expression, ideas clearly stated.</p> <p>b) Good to average: somewhat choppy, loosely organized, but the main ideas stand out.</p> <p>c) Fair to poor: non-fluent, ideas confused, and disconnected.</p> <p>d) Very poor: does not communicate, no organization.</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>
<b>3.</b>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>a) Excellent to very good: fluent expression, ideas clearly stated.</p> <p>b) Good to average: somewhat choppy, loosely organized, the main ideas stand out.</p>	<p>18-20</p> <p>14-17</p>

	c) Fair to poor: non-fluent, ideas confused, and disconnected. d) Very poor : not communicate, no organization.	10-13 7-9
<b>4.</b>	<p style="text-align: center;"><b>Language Use</b></p> a) Excellent to Very Good: effective complex constructions, etc. b) Good to Average: effective but simple constructions, etc. c) Fair to Poor: major problems in simple/complex constructions, etc. d) Very Poor: virtually no mastery of sentence construction rules, etc.	22-25 18-21 11-17 5-10
<b>5.</b>	<p style="text-align: center;"><b>Mechanic</b></p> a) Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization, etc. b) Good to average: occasionally error of spelling, punctuation, capitalization, etc. c) Fair to Poor: frequent errors of spelling, punctuation, capitalization etc. d) Very Poor: no mastery of conventions – dominated by errors of punctuation, capitalization, paragraphing, etc.	5 4 3 2

*adopted from Heaton in Novriana Rahma Siagian, 2018.*

Based on above that assessment in writing is something that must conduct by teachers in learning and teaching activity. Through the

assessment will be known objectively student learning outcomes. Assessment will get good result if all the aspects are assessed in writing presented in more detail.

### **C. Theoretical Framework**

Writing is one of the four basic skills that must be mastered, because writing is a receptive skill that is considered difficult, especially writing in a foreign language. Then writing does not only combine few words or sentences such as thing speaking, but the writing must able to master grammar, vocabulary, punctuation, spelling. Therefore the writer has a learning model in order to students are enthusiastic in learning writing, one of the learning model by using discovery learning.

Further, the writer assumes that the discovery learning model can be adapted in learning English, especially writing. Discovery learning is an effective learning model for students, because it can provide more opportunities for students to active and creative, especially in writing. As well as the use of discovery learning models in the teaching and learning process also expected to make students comfortable in learning to write.

### **D. Hypothesis**

According to (Sugiyono 2007:85) Hypothesis is a temporary conclusion or opinion which take from the background of the problem of a research.

Based on the problem above, the writer formulated the hypothesis of this research as follows:

$H_1$  : There is significant effect the implementation of Discovery Learning Model on students' writing skills.

$H_0$  : There is no significant effect the implementation of Discovery Learning Model on students' writing skills.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter presents research approach, research type, research design, research variable, population and sample, technique of collecting data, research instrument, and technique of analyzing data.

#### **A. Approach, Type, and Design of the Research**

##### **1. Research Approach**

The research approach is quantitative research. (Bryman, 2005) stated quantitative research is a process starting from theory, hypothesis, research design, subject, collecting data, and analyzing data to write conclusion. Whereas (Nana Sudjana dan Ibrahim, 2001) opinion that quantitative research is research based on assumptions to show the relationship between variables, and analysis, as well as interpret data in statistical hypothesis testing.

##### **2. Research Type**

In this research type, the writer use experimental research to collect the data and information, according to (Sugiyono, 2016) he states “an experimental research can be interpreted as a type of research used to find the effect of certain treatments on others under controlled conditions. The types of experimental research divided into three major groups: Pre-experimental, true experimental and quasi experimental”. In this study, the writer use true experimental, because

in this study can control all external variables that affect the course of the experiment.

Based on the explanation above, the writer decided to test the learning outcomes toward students' writing skills with using the Discovery Learning Model at tenth grade students of SMK N 2 Tegal Academic Year 2020/2021 using the experimental research.

### 3. Research Design

For research design, the writer used experimental research design. Riyanto (1996:28) he states experimental is a research design that can control variable that affect the course of the experiment so that it can thorough in control the conditions. Whereas Sugiyono (2010:72 ) said that experimental is a research used to find the effect of certain treatments on others under controlled conditions.

In this design, both groups take pretest with the similar test. The experimental group is given the special treatment, while the control group is given the usual treatment. After given treatment, the two groups are test with the same test as the posttest results of the two final tests compared, as well as between the results of the initial test and the final test in each group.

According to (Sugiyono, 2012: 112), the design can be seen as follows:

*Table 2 Research Design*

	Group	Pre-test	Treatment	Post-test
(R)	E	O <sub>1</sub>	X	O <sub>2</sub>
(R)	C	O <sub>3</sub>	-	O <sub>4</sub>

Based on above, the writer will use writing test in this research.

The purpose to see the effect of using Discovery Learning Model on students' writing skills in a determined sample, to see two variables.

## **B. Population, Sample, and Technique for Sampling**

### **1. Population**

Population is the whole object of research. (Furchan, 2004: 193) in (Rudi Susilana, 2006) stated that “population is all members of a group of people, events, or objects that clearly”. The target population as the subject of this research is tenth grade students of SMK Negeri 2 Tegal in the academic year of 2020/2021 with the population of 330 students in 11 classes.

*Table 3 Population of Tenth grade students*

<b>Classes</b>	<b>Student</b>
X TKJ 1	30
X TKJ 2	30
X TKJ 3	30
X AKL 1	30
X AKL 2	30

X AKL 3	30
X OTKP 1	30
X OTKP 2	30
X OTKP 3	30
X BDP 1	30
X BDP 2	30
Total	330

## 2. Sample

Bailey(1994:83) in (Dr. Priyono, MM 2008) stated that the sample is part of the population that is use as a participant in the study. The writer took 2 classes for this research, X OTKP 1 class for the experimental group (who are taught by using Discovery Learning Model), and X OTKP 2 class for the control group ( who are not taught by using Discovery Learning Model). Sample of this research will take 60 students of X grade students of SMK N 2 Tegal in academic year of 2020/2021.

## 3. Technique of Sampling

For the technique of sampling in this research, the writer used a Simple Random Sampling. Sugiyono ( 2001 : 57) simple random sampling is the sample members from a population that carry out randomly without pay attention to the strata in the population.

## C. Research Variables

Variable is the key in research, every research involves variable



to be measured. (Best and Kaln 1986) both states that “variable is conditions or characteristics that the experimenter manipulates, controls or observes. They are the main ingredient of research and the basis of research work. It is implied that without the variables there would be no research. Variables are objects, events, ideas, feelings, time periods, or other categories that are trying to measure”.

Further, in this research there are two variables in this research, namely the independent variable and the dependent variable. The independent variable is the treatment variable or the variable that is deliberately manipulated to determine its effect on the dependent variable, while the dependent variable is the variable caused or responded to by the independent variable.

Variable in this research as follows:

- 1) Independent variable : Discovery learning model.
- 2) Dependent variable : The students' writing skill.

#### **D. Data Collecting Technique**

The data collection technique is one of the strategies for obtaining data, especially in the learning material for students' writing skills. The data used in this research is quantitative data, which contains a test. The test uses are in the form of pretest and posttest. Pretest is to find out the initial ability of students before give treatment. Whereas post test is to find out the differences in the ability obtain by students after give treatment. The both tests will provide different classes, test questions on

the sample received by learning writing skills.

(Sugiyono, 2017) stated that Data collection is the most important step in research, because the main purpose of the research is to get data. To know the data collection technique, the researcher will not get data that fulfill the established data standards.

#### **E. Research Instrument**

According to (McDonough, 2017) “Instrument is a tool used to collect, measure, and analyze data related to the research subject”. So that research instrument is for gathering the data. In this research, the writer uses writing test as an instrument.

Therefore, in this research the writer used a writing test. The writing test is a test where the writer provided a pretest and posttest to students in written form. The writing test in the form describe the pictures is a research tool that requires students to describe it.

Furthermore, to measure the quality of the instrument, the writer consider the validity, the content, and result by the theory. This instrument can measure students' accurately.

#### **F. Technique of Analyzing Data**

The experimental data is used to analyze the data from the test, the data in the form of a writing test. The writing test aims to determine whether there is a significant difference in writing ability between students who taught using the Discovery Learning Model and those not taught using the Discovery Learning Model.

As for to analyze the data, the writer used IBM SPSS Statistics 22 (Garth, 2008) “SPSS is one of program which use to analyze the data”, because this program have a high statistical ability and system the data management a good so make it easier to understand the way to operate it.

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

In this chapter the writer presents the research result, data analysis, and discussion

#### **A. Research Result**

This research was conducted from 4<sup>th</sup> to 23<sup>th</sup> of May 2021. During this research the writer used experimental research at SMK N 2 Tegal. As for the population of the research is all ten grades that consists of 330 students. The writer used simple random sampling to obtain sample. These research took two classes from all ten grades and divide into two groups: there are experimental group and control group. Experimental group was a group taught Discovery Learning Model applied in WA Messenger whereas control group was not taught by using Discovery Learning Model.

##### **1. Pre-Test**

The writer gave pre test to the experimental group and control group. It was given to both experimental group and control group at 4<sup>th</sup> May 2021, totaling 30 students. The pre test was given before the writer did treatment to the students. The test was uses fill in blank and describe picture, students had to do it in 60 minutes. The conducting the test was to measure students' writing skill before gave treatment.

##### **2. Treatment**

After the creating instrument prepared lesson plans, and learning materials of the research. The writer began to treatment conducted from 4<sup>th</sup>

to 23<sup>th</sup> May 2021 included pre-test and post-test, whereas method used in this research is Discovery Learning Model as method in learning writing skill.

Below is the schedule of the treatment in experimental group, as follows:

At the first meeting, the writer made a contract class in several meetings. The writer also provides an introduction to the Discovery Learning Model in learning writing skills and the material to be taught is in the form of "descriptive text" but in this meeting the writer gives a pretest to the students in the form of fill in the blank and describe the picture that the writer provides, the purpose is to measure the how ability of students in working on the questions that the writer has given.

The second meeting, the writer began to discuss the material "Descriptive text" which explains the definition, and objective. gave stimulate students with the uses of the Discovery Learning Model during the learning of writing skills.

The third meeting, the students already know what of Descriptive text. So that, in this learning and teaching process the writer explained the material about Characteristics, Language feature, and Generic structure of descriptive text. After that the writer gave an opportunity for students to asked the question that related currently material.

The fourth meeting, before starting learning, the writer gave the opportunity to students to find information on the use of descriptive text

on writing. After that the writer gave exercises to students in the form of picture and ask students to try describe the picture of use Discovery Learning Model.

The fifth meeting, at this meeting the writer explained the types of descriptive text, but preciously the writer gave questions and asked students to explain the types of descriptive text by using Discovery Learning Model.

The six meeting, at this meeting the writer and students reviewed the material that had explained and gave the opportunity for students to try to learn the material that had previously explained.

The seventh meeting, the writer ask students to conclusion the material that had explained. The purpose is to know how students understand descriptive text during the learning and teaching process by using the Discovery Learning Model.

The eight, the writer gave a posttest to the students. The purpose is to know how the student's ability to understand the material that the writer had provided.

### **3. Post-Test**

After the series of the treatment has done, the writer carried out the evaluation through an instrument of writing skill on the last meeting. The writer gave post-test related on material of descriptive text for experiment and control group on 23<sup>th</sup> May 2021. Post-test was used to find out whether or not there was any significant different on

the students' writing achievement to the result on pre-test, whether the students understand about the whole materials given by writer or not, and how different the students' writing learning outcomes after using the Discovery Learning Model as a method in the learning process of writing. The form of the test were fill in the blank and describe the picture. The time allocation to do the test was 60 minutes.

## B. Data Analysis

### 1. Descriptive Analysis

Descriptive statistical analysis is useful for describing research data, including the amount of data, the maximum value, the minimum value, the average value.

*Tabel 3 Descriptive Statistics*

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test Experiment	30	42	74	1801	60.03	8.147
Post-test Experiment	30	69	91	2472	82.40	5.096
Pre-test Control	30	35	72	1553	51.77	9.978
Post-test Control	30	60	81	2113	70.43	5.923
Valid N (listwise)	30					

Based on the table above, that the pre-test experiment the highest score 74, the lowest score 42, the average score 60.03 with a standard deviation of 8.147 and the post-test experiment the highest score of 91, the lowest score 69, the average score 82.40 with standard deviation 5.096. Whereas the pre-test control the highest score 72, the lowest score 35, the average score 51.77 with a standard deviation of 9.978 and the post-test

control the highest score 81, the lowest score 60, the average score 70.43 with a standard deviation of 5.923.

## 2. Normality Test

This research was employed the normality test, because the data normality test can determine whether the data is normally distributed or not. The writer uses the Kolmogorov-Smirnov test and the Shapiro-Wilk test.

*Tabel 4 test of Normality*

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pre-test Experiment	.116	30	.200*	.967	30	.457
Post-test Experiment	.119	30	.200*	.969	30	.506
Pre-test Control	.144	30	.117	.956	30	.241
Post-test Control	.096	30	.200*	.970	30	.541

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data above, that the result of Sig. for all data both in the Kolmogorov-smirnov test and the Shapiro-wilk test  $> 0.05$ . So, it can be concluded that the research data is normal distribution, the writer can use parametric statistics to analyze research data.

## 3. Homogeneity Test

Homogeneity of variance is a test conducted to determine whether the research data from two or more data distributions have the same variances or not. The homogeneity test aims to show that the sample taken comes from a population with the same variance.



According to (Septi, 2013:43) the guidelines in the normality test as follows:

- a) The significance value  $< 0.05$  mean the data is not homogeneous.
- b) The significance value  $> 0.05$  mean the data is homogeneous.

*Tabel 5 test of homogeneity of variance*

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.861	1	118	.355
	Based on Median	.821	1	118	.367
	Based on Median and with adjusted df	.821	1	117.166	.367
	Based on trimmed mean	.871	1	118	.353

Based on the data above, that the score Sig. based on Mean  $0.861 > 0.05$ , it can be concluded that the variance of the experimental class data and the control class data comes from populations that have the same variance or homogeneous.

#### 4. Hypotheses Test

After through the normality and homogeneity tests, it used to test the hypothesis. The hypothesis test used in this study is a parametric statistical test, namely the Paired Sample T-test.

According to Wiratna (2014:103) definition  $H_a$  and  $H_o$  as follows:

$H_a$  : there is positive effect before and after treatment.

$H_o$  : there is no positive effect before and after treatment.

It means that  $H_a$  = the use of Discovery Learning Model give a positive effect towards students' writing skill.  $H_o$  = the use of Discovery Learning Model not give any positive effect towards students' writing skill.

*Tabel 6 Paired Sample Test*

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experiment - Post-test Experiment	-21.167	8.734	1.595	-24.428	-17.905	-13.274	29	.000
Pair 2	Pre-test Control - Post-test Control	-17.000	9.344	1.706	-20.489	-13.511	-9.965	29	.000

Based on data (pair 1) it can be conclusion that t-statistic is -13,274 with  $df = 29$  and level of significance  $\alpha$  5% (-1,699), t-statistic (-13,274) > t-table (-1,699) and Sig. (2-tailed) is 0,000 < 0,05. It means that null hypothesis ( $H_o$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

Based on data (Pair 2) it can be conclusion that t-statistic is -9,965 with  $df = 29$  and level of significance  $\alpha$  5% (-1,699), t-statistic (-9,965) > t-table (-1,699) and Sig. (2-tailed) is 0,000 < 0,05. It means that null hypothesis ( $H_o$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted.

### C. Discussions

This research conducted to obtain answers to the research questions, namely: First, does the Discovery Learning Model improve students'

writing skills at tenth grade students of SMK N 2 Tegal?. Second, how is the use of the Discovery Learning Model give positive effect on students' writing skills at tenth grade students of SMK N 2 Tegal?. Third, is there any significant effect of between implementation of Discovery Learning Model on students' writing skill and who not implementation Discovery Learning Model?

From the results of processing and scores analysis that the writer has done: First, the Discovery Learning Model can improve students' writing skill learning outcomes. This is evidenced in the post-test scores of students' writing skills using the discovery learning model which is higher than the post-test scores that not use the discovery learning model, this show that there is a significant increase in learning outcomes. Second, the Discovery Learning Model has a positive effect. This is evidenced by the score of learning outcomes that use the discovery learning model is higher than those who not use the discovery learning model. Third, there is a significant difference between those who implementation the discovery learning model and those who do not implementation the discovery learning model to the learning outcomes of students' writing skills. This is evidenced that the average score has a difference in the learning outcomes of students' writing skills using the discovery learning model is higher. This means that improving students' writing ability learning outcomes using the discovery learning model is better than those not using the discovery learning model.

As for score Post-Test both of experimental (use discovery learning model) and control group (not use discovery learning model). The result of the test showed that the experimental group got higher score than control group. It could be seen that there is significant difference from Post-Test mean of experimental group and control group ( $82,40 > 70,43$ ).

According to (Salmi, 2019) stated that discovery learning model is finding a concept through a series of data or information obtained through observation or experiment. Beside that discovery learning model can integrate knowledge and skills in the learning process. So that it encourages students to think and be active in teaching and learning activities.

Then, teaching writing by using WhatsApp Messenger as media, because WhatsApp Messenger one of a platform that give easy for users to interact and communicate with each other, and can be used as a forum for discussion and as a means teaching and learning activities.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents conclusions and suggestions of the research.

#### **A. Conclusions**

Based on the data analysis, the conclusion this research is the result of research show the mean of score of students' writing skills tests taught by the use of Discovery Learning Model higher than who not the use of Discovery Learning Model.

This shows that the implementation of Discovery Learning Model is proven to more effective in improving students' writing skill. The thing is acceptable because through learning activities by the use of Discovery Learning Model it encourages students to creative in writing, because students expected to creative in reconstructing texts. In addition, learning by implementing of Discovery Learning Model the purpose to make students think more critically.

Therefore, the highest score of pre-test in experimental group was 74 and the lowest was 42. Then, the highest score of post-test was 91 and the lowest score was 69. Meanwhile, the highest score of pre-test in control group was 72 and the lowest was 35. Then, the highest score in post-test was 81 and the lowest score was 60.

It could seen above that the result of the test showed that the experimental group got higher score than control group, it mean the use Discovery Learning Model have the result that the significance.

## **B. Suggestions**

Based on the conclusion of the research above, so that the writer give some suggestions as follows:

For English teachers suggested to implementation of Discovery Learning Model in teaching learning activity, especially in teaching writing because it can help the students in improve the students' writing skill.

For Students, Through the Discovery Learning Model in teaching writing, Students expected to able to write grammatically, accurately and orderly. In addition, it is also expected to have high motivation to help improve students' writing skills the better.

The last, the writer gives suggestion to other writer who will conduct related research. It is hoped the results of this research can provide informative input for other researcher who wish to conduct similar research. It is possible for other researcher to conduct experiment to improve students' writing skills through the implementetion of the Discovery Learning Model. However, the writer hopes that this research can be used as a guide and reference for other writer to more perspective.

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# APPENDICES



## Appendix 1 Lesson Plans

### RENCANA PELAKSANAAN PEMBELAJARAN

#### ( EXPERIMENTAL CLASS)

Sekolah : SMK N 2 TEGAL

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X / 2

Materi Pokok : Writing of Descriptive Text

Alokasi Waktu : 2 x 40 menit

Pertemuan : 8 x Meeting

#### A. Kompetensi Inti (KI)

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI2 :Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi,gotong royong), berpilaku santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, fenomena budaya dan peristiwa tampak mata yang terlihat.

KI4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain dalam sudut pandang/teori.

#### B. Kompetensi Dasar, Indikator Pencapaian Kompetensi

No	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.2 Menggunakan simple present tense secara akurat, dan berterima yang berkaitan dengan lingkungan sekitar dalam bentuk teks deskriptif.	<ol style="list-style-type: none"> <li>1. Menggunakan present tense dalam menulis teks deskriptif.</li> <li>2. Menggunakan kosa kata yang relevan dalam menulis teks deskriptif.</li> <li>3. Menggunakan tanda baca dan ejaan yang jelas dalam menulis teks deksriptif.</li> </ol>
	4.2 Menyusun teks deskriptif tulisan pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ol style="list-style-type: none"> <li>1. Melengkapi teks lisan dan tulis sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan</li> <li>2. Menyusun teks berupa teks lisan dan tulis sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan</li> </ol>

### C. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Menggunakan simple present tense dalam menulis teks deskriptif.
2. Menggunakan kosa kata yang relevan dalam menulis teks deskriptif.

3. Menggunakan tanda baca dan ejaan yang jelas dalam menulis teks deskriptif.

#### D. Materi Pembelajaran

##### **Meeting 1**

Whilst-teaching :

- The teacher give a pretest, the purpose is to see the ability of students before give the material.

##### **Meeting 2**

Whilst-teaching :

- The students and teacher began discuss the material of descriptive text.
- The students and teacher discuss the definition of descriptive text.
- The students and teacher discuss the purpose of descriptive text.

##### **Meeting 3**

Whilst-teaching :

- The material about Characteristics, Language feature, and Generic structure of descriptive text.
- The teacher give an opportunity for students to asked the question that related current material.
- The students and teacher discuss material about characteristics, language features, and generic structure of descriptive text.

##### **Meeting 4**

Whilst-teaching

- Before starting learning, the teacher give the opportunity to students to find information on the use of descriptive text on writing by use discovery learning model.

- The teacher give an example picture and ask students to try describe the picture of using Discovery Learning Model.

### **Meeting 5**

Whilst-teaching

- The students and teacher discuss about the types of descriptive text.
- The teacher provide the opportunity for students to explain the types of descriptive text.

### **Meeting 6**

Whilst-teaching :

- The teacher and students reviewed the material that had explained.
- The provide opportunity for students to try to learn the material previously explain.

### **Meeting 7**

Whilst-teaching :

- The teacher ask students to conclusion the material that had explained. The purpose is to know how students understand descriptive text during the learning and teaching process by using the Discovery Learning Model.

### **Meeting 8**

Whilst-teaching :

- The teacher give a protest to the students. The purpose is to know how the student's ability to understand the material that the teacher had provided.

E. Metode Pembelajaran

- 1) WhatsApp Messenger

F. Media Pembelajaran

- 1) WhatsApp

- 2) Pictures

#### G. Sumber Belajar

- 1) Sumber internet
- 2) Sumber lain yang relevan

#### H. Langkah-langkah Kegiatan Pembelajaran

##### a. Kegiatan Awal

- 1) Guru mengucapkan salam
- 2) Guru memberikan kode kelas agar peserta didik dapat bergabung
- 3) Guru menjelaskan tujuan dan materi yang akan dipelajari

##### b. Kegiatan Inti

##### Pertemuan pertama

- 1) Guru memastikan semua peserta didik telah bergabung didalam Group WhatsApp
- 2) Guru menjelaskan pengertian, tujuan komunikasi, karakteristik, ciri kebahasaan, struktur generik, jenis-jenis descriptive text.
- 3) Guru memposting materi decriptive text.
- 4) Guru menginstruksi peserta didik untuk mengidentifikasi materi descriptive text dalam postingan tersebut.

##### Pertemuan kedua

- i. Guru menjawab pertanyaan yang sudah ditulis oleh peserta didik.
- ii. Guru memposting materi selanjutannya.
- iii. Guru menginstruksi peserta didik untuk mengidentifikasi materi descriptive text dalam postingan.

##### Pertemuan ketiga

- i. Guru dan peserta didik membahas jawaban bersama-sama.
- ii. Guru menyampaikan rencana pembelajaran pada postingan selanjutnya.

#### I. Penilaian

- 1) Teknik : Siswa ditugaskan untuk menulis teks deskriptif.

2) Bentuk : Writing test

3) Aspek yang akan dinilai:

No	Aspect	Score
<b>1.</b>	<p><b>Content</b></p> <p>e) Excellent to very good: knowledge, substantive.</p> <p>f) Good to average: some knowledge of subject, adequate range.</p> <p>g) Fair to poor: limited knowledge of subject, little substance.</p> <p>h) Very poor: does not show knowledge of subject, non substantive.</p>	<p>27-30</p> <p>22-26</p> <p>17-21</p> <p>13-16</p>
<b>2.</b>	<p><b>Organization</b></p> <p>e) Excellent to very good: fluent expression, ideas clearly stated.</p> <p>f) Good to average: somewhat choppy, loosely organized, but the main ideas stand out.</p> <p>g) Fair to poor: non-fluent, ideas confused, and disconnected.</p> <p>h) Very poor: does not communicate, no organization.</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>
<b>3.</b>	<p><b>Vocabulary</b></p> <p>e) Excellent to very good: fluent expression, ideas clearly stated.</p> <p>f) Good to average: somewhat choppy, loosely organized, the main ideas stand out.</p> <p>g) Fair to poor: non-fluent, ideas confused, and disconnected.</p> <p>h) Very poor : not communicate, no organization.</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>
<b>4.</b>	<p><b>Language Use</b></p> <p>e) Excellent to Very Good: effective complex constructions, etc.</p> <p>f) Good to Average: effective but simple constructions, etc.</p>	<p>22-25</p> <p>18-21</p>

	g) Fair to Poor: major problems in simple/complex constructions, etc.	11-17
	h) Very Poor: virtually no mastery of sentence construction rules, etc.	5-10
<b>5.</b>	<b>Mechanic</b>	
	e) Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization, etc.	5
	f) Good to average: occasionally error of spelling, punctuation, capitalization, etc.	4
	g) Fair to Poor: frequent errors of spelling, punctuation, capitalization etc.	3
	h) Very Poor: no mastery of conventions – dominated by errors of punctuation, capitalization, paragraphing, etc.	2

Tegal, Mei 2021

Mengetahui,

Guru Bahasa Inggris

Peneliti

Dra. Amalijawati NH

Bayatan Yuflihul Akbar

NIP. 19671012 199403 2 005

NPM. 1617500002

## RENCANA PELAKSANAAN PEMBELAJARAN

( CONTROL CLASS)

Sekolah : SMK N 2 TEGAL

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X / 2

Materi Pokok : Writing of Descriptive Text

Alokasi Waktu : 2 x 40 menit

Pertemuan : 8 x Meeting

### A. Kompetensi Inti (KI)

- KI1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), berpiilaku santun, dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasaingin tahunya tentang ilmu pengetahuan, teknologi, seni, fenomena budaya dan peristiwa tampak mata yang terlihat.
- KI4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain dalam sudut pandang/teori.



No	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	3.2 Menggunakan simple present tense secara akurat, dan berterima yang berkaitan dengan lingkungan sekitar dalam bentuk teks deskriptif.	<p>4. Menggunakan present tense dalam menulis teks deskriptif.</p> <p>5. Menggunakan kosa kata yang relevan dalam menulis teks deskriptif.</p> <p>6. Menguasai generic structure dalam teks deskriptif.</p> <p>7. Menggunakan tanda baca dan ejaan yang jelas dalam menulis teks deksriptif.</p>
	4.2 Menyusun teks deskriptif tulisan pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>3. Melengkapi teks lisan dan tulis sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan</p> <p>4. Menyusun teks berupa teks lisan dan tulis sederhana dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan</p>

### C. Tujuan Pembelajaran

Setelah melalui serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Menggunakan simple present tense dalam menulis teks deskriptif.

2.Menggunakan kosa kata yang relevan dalam menulis teks deskriptif.

3.Menggunakan tanda baca dan ejaan yang jelas dalam menulis teks deskriptif.

#### D. Materi Pembelajaran

##### **Meeting 1**

Whilst-teaching :

- The teacher give a pretest, the purpose is to see the ability of students before give the material.

##### **Meeting 2**

Whilst-teaching :

- The students and teacher began discuss the material of descriptive text.
- The students and teacher discuss the definition of descriptive text.
- The students and teacher discuss the purpose of descriptive text.

##### **Meeting 3**

Whilst-teaching :

- The material about Characteristics, Language feature, and Generic structure of descriptive text.
- The students and teacher discuss material about characteristics, language features, and generic structure of descriptive text.

##### **Meeting 4**

Whilst-teaching

- The teacher provide descriptive text material in the form of picture, so that students can understand it.

##### **Meeting 5**

Whilst-teaching

- The students and teacher discuss about the types of descriptive text.

### **Meeting 6**

Whilst-teaching :

- The teacher and students reviewed the material that had explained.

### **Meeting 7**

Whilst-teaching :

- The teacher ask students to conclusion the material that had explained.  
The purpose is to know how students understand descriptive text during the learning and teaching activity.

### **Meeting 8**

Whilst-teaching :

- The teacher give a protest to the students. The purpose is to know how the student's ability to understand the material that the teacher had provided.

#### **E. Metode Pembelajaran**

- 2) WhatsApp Messenger

#### **F. Media Pembelajaran**

- 3) WhatsApp
- 4) Pictures

#### **G. Sumber Belajar**

- 3) Sumber internet
- 4) Sumber lain yang relevan

#### **H. Langkah-langkah Kegiatan Pembelajaran**

##### **c. Kegiatan Awal**

- 1) Guru mengucapkan salam
- 2) Guru memberikan kode kelas agar peserta didik dapat bergabung
- 3) Guru menjelaskan tujuan dan materi yang akan dipelajari

##### **d. Kegiatan Inti**

### **Pertemuan pertama**

- 1) Guru memastikan semua peserta didik telah bergabung didalam Group WhatsApp
- 2) Guru menjelaskan pengertian, tujuan komunikasi, karakteristik, ciri kebahasaan, struktur generik, jenis-jenis descriptive text.
- 3) Guru memposting materi decriptive text.
- 4) Guru menginstruksi peserta didik untuk mengidentifikasi materi descriptive text dalam postingan tersebut.

### **Pertemuan kedua**

- i. Guru menjawab pertanyaan yang sudah ditulis oleh peserta didik.
- ii. Guru memposting materi selanjutannya.
- iii. Guru menginstruksi peserta didik untuk mengidentifikasi materi descriptive text dalam postingan.

### **Pertemuan ketiga**

- i. Guru dan peserta didik membahas jawaban bersama-sama.
- ii. Guru menyampaikan rencana pembelajaran pada postingan selanjutnya.

## **II. Penilaian**

- 4) Teknik : Siswa ditugaskan untuk menulis teks deskriptif.
- 5) Bentuk : Writing test
- 6) Aspek yang akan dinilai:

<b>No</b>	<b>Aspect</b>	<b>Score</b>
<b>1.</b>	<b>Content</b>	
	i) Excellent to very good: knowledge, substantive.	27-30
	j) Good to average: some knowledge of subject, adequate range.	22-26

	k) Fair to poor: limited knowledge of subject, little substance. l) Very poor: does not show knowledge of subject, non substantive.	17-21 13-16
<b>2.</b>	<b>Organization</b> i) Excellent to very good: fluent expression, ideas clearly stated. j) Good to average: somewhat choppy, loosely organized, but the main ideas stand out. k) Fair to poor: non-fluent, ideas confused, and disconnected. l) Very poor: does not communicate, no organization.	18-20 14-17 10-13 7-9
<b>3.</b>	<b>Vocabulary</b> i) Excellent to very good: fluent expression, ideas clearly stated. j) Good to average: somewhat choppy, loosely organized, the main ideas stand out. k) Fair to poor: non-fluent, ideas confused, and disconnected. l) Very poor : not communicate, no organization.	18-20 14-17 10-13 7-9
<b>4.</b>	<b>Language Use</b> i) Excellent to Very Good: effective complex constructions, etc. j) Good to Average: effective but simple constructions, etc. k) Fair to Poor: major problems in	22-25 18-21 11-17

	simple/complex constructions, etc. l) Very Poor: virtually no mastery of sentence construction rules, etc.	5-10
<b>5.</b>	<p style="text-align: center;"><b>Mechanic</b></p> <p>i) Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization, etc.</p> <p>j) Good to average: occasionally error of spelling, punctuation, capitalization, etc.</p> <p>k) Fair to Poor: frequent errors of spelling, punctuation, capitalization etc.</p> <p>l) Very Poor: no mastery of conventions – dominated by errors of punctuation, capitalization, paragraphing, etc.</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>

Tegal, Mei 2021

Mengetahui,

Guru Bahasa Inggris

Peneliti

Dra. Amalijawati NH

Bayatan Yuflihul Akbar

NIP. 19671012 199403 2 005

NPM. 1617500002

### Appendix 3. Instrument

#### Pre-test

Write down a Descriptive text by choosing one of these pictures!



The instructions :

1. Look at the pictures above.
2. Select one of the pictures above, then describe the picture.
3. Make a descriptive text, based on the object that you selected at least five hundred words consist of identification and description.

## Post-test

Write down a Descriptive text by choosing one of these pictures!



The instructions :

1. Look at the pictures above.
2. Select one of the pictures above, then describe the picture.
3. Make a descriptive text, based on the object that you selected at least five hundred words consist of identification and description.



## Appendix 3 Criteria of Assessment

## Rubrik Penilaian

<b>No</b>	<b>Aspect</b>	<b>Score</b>
<b>1.</b>	<p style="text-align: center;"><b>Content</b></p> <p>m) Excellent to very good: knowledge, substantive.</p> <p>n) Good to average: some knowledge of subject, adequate range.</p> <p>o) Fair to poor: limited knowledge of subject, little substance.</p> <p>p) Very poor: does not show knowledge of subject, non substantive.</p>	<p>27-30</p> <p>22-26</p> <p>17-21</p> <p>13-16</p>
<b>2.</b>	<p style="text-align: center;"><b>Organization</b></p> <p>m) Excellent to very good: fluent expression, ideas clearly stated.</p> <p>n) Good to average: somewhat choppy, loosely organized, but the main ideas stand out.</p> <p>o) Fair to poor: non-fluent, ideas confused, and disconnected.</p> <p>p) Very poor: does not communicate, no organization.</p>	<p>18-20</p> <p>14-17</p> <p>10-13</p> <p>7-9</p>
<b>3.</b>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>m) Excellent to very good: fluent expression, ideas clearly stated.</p> <p>n) Good to average: somewhat choppy, loosely organized, the main ideas stand out.</p>	<p>18-20</p> <p>14-17</p>

	<p>o) Fair to poor: non-fluent, ideas confused, and disconnected.</p> <p>p) Very poor : not communicate, no organization.</p>	<p>10-13</p> <p>7-9</p>
<b>4.</b>	<p><b>Language Use</b></p> <p>m) Excellent to Very Good: effective complex constructions, etc.</p> <p>n) Good to Average: effective but simple constructions, etc.</p> <p>o) Fair to Poor: major problems in simple/complex constructions, etc.</p> <p>p) Very Poor: virtually no mastery of sentence construction rules, etc.</p>	<p>22-25</p> <p>18-21</p> <p>11-17</p> <p>5-10</p>
<b>5.</b>	<p><b>Mechanic</b></p> <p>m) Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization, etc.</p> <p>n) Good to average: occasionally error of spelling, punctuation, capitalization, etc.</p> <p>o) Fair to Poor: frequent errors of spelling, punctuation, capitalization etc.</p> <p>p) Very Poor: no mastery of conventions – dominated by errors of punctuation, capitalization, paragraphing, etc.</p>	<p>5</p> <p>4</p> <p>3</p> <p>2</p>

## Appendix 4 Score of Experimental Group (OTKP 1)

## Pre-test Experiment

Nama	Content	Organization	Vocabulary	Language Use	Mechanics	Scores
ANNISA PUTRI MARDA	21	13	7	18	4	63
ASMILAH	20	13	20	16	3	72
ASTRI NURISKI	15	8	7	9	2	41
AULIA USWATUN NISA	21	15	9	21	2	68
DIAH AYU SANTI NINGSIH	19	11	14	14	3	61
ELSHA PRAMAYSELLA	22	14	7	19	3	65
EMI RAHMAWATI	15	11	7	7	2	42
ERINA NUARSIH	16	10	10	10	2	48
GIZZA SUCI RAHMADANI	26	9	10	11	4	60
HANIFAH	17	13	12	14	3	59
INDRIANA AGUSTIN	22	11	17	11	3	64
ISMI NISRINA AMELIA	16	14	13	8	2	53
IZMI MARATHUS SHOLECHA	24	13	15	10	4	66
LARAS ARDIANTI PRATIWI	21	13	17	13	3	67
LAURA DIAH PERMATASARI	20	14	14	11	3	63
LINTANG MANIS FAUZIA	15	10	9	9	2	45
MASFUFAH	21	17	15	16	4	73
NAFISA NOTODIJA ZERLINA	24	14	15	19	4	76
NESTI KHOTIBATUN ALIA	16	9	16	17	2	60
NIA MARIA ULFA	17	13	13	11	3	57
NIKEN TRIYULITASARI	21	16	16	17	4	74
NONI SANADA	14	10	12	12	2	50
NUR ATINA RACHMI	16	11	11	9	2	49
NUR YULIANTI	20	14	15	12	3	64
NURUL FADILA	19	10	10	10	3	53
PUTRI ISNAENI AZAHRA	21	15	14	13	3	66
REFANNI ANGGRAENI	16	9	9	9	2	45
RISMA AYU RAMADHANI	20	13	14	11	3	61
SALWA NURLATIFAH	20	13	14	11	3	61
SELFY SUCI YANTI	16	9	10	9	2	46

## Post-test Experiment

Nama	Content	Organization	Vocabulary	Language Use	Mechanics	Scores
ANNISA PUTRI MARDA	25	17	17	20	4	83
ASMILAH	22	14	20	19	3	78
ASTRI NURISKI	21	14	10	19	4	68
AULIA USWATUN NISA	26	17	20	21	4	88
DIAH AYU SANTI NINGS	26	15	19	21	4	85
ELSHA PRAMAYSELLA	24	18	19	20	4	85
EMI RAHMAWATI	24	17	19	22	4	86
ERINA NUARSIH	24	17	15	21	4	81
GIZZA SUCI RAHMADANI	22	18	19	20	4	83
HANIFAH	27	18	20	17	3	85
INDRIANA AGUSTIN	24	16	18	19	3	80
ISMI NISRINA AMELIA	20	17	20	17	4	78
IZMI MARATHUS SHOLEC	27	18	20	22	4	91
LARAS ARDIANTI PRATI	24	18	20	17	4	83
LAURA DIAH PERMATASA	22	14	18	17	4	75
LINTANG MANIS FAUZIA	22	14	17	17	3	73
MASFUFAH	27	18	20	22	4	91
NAFISA NOTODIJA ZERL	24	15	20	17	4	80
NESTI KHOTIBATUN ALI	22	15	17	17	3	74
NIA MARIA ULFA	27	19	20	22	4	92
NIKEN TRIYULITASARI	24	17	20	21	4	87
NONI SANADA	20	17	20	17	3	77
NUR ATINA RACHMI	21	15	18	17	3	74
NUR YULIANTI	24	17	18	17	3	79
NURUL FADILA	22	16	18	20	4	80
PUTRI ISNAENI AZAHRA	24	18	20	21	4	87
REFANNI ANGGRAENI	20	15	17	17	3	72
RISMA AYU RAMADHANI	26	17	20	18	4	85
SALWA NURLATIFAH	24	17	20	21	4	86
SELFY SUCI YANTI	21	15	19	17	3	75

## Appendix 4 Score of Control Group (OTKP 2)

## Pre-test Control

Nama	Content	Organization	Vocabulary	Language Use	Mechanics	Scores
AFNI WULANDARI	17	8	7	5	2	39
ALDA MEI SRI GUMANTI	14	8	7	7	2	38
ANGGIE NUR CAHYANI	17	14	10	9	2	52
ARISTA RIZQIYANI	17	10	7	17	2	53
ASYIFA FEBRIANISA	20	14	11	15	3	58
BUNGA ANINDIA PRADEFA	18	18	10	17	4	67
CHIKA OKTAVIANA	22	14	10	15	3	64
DEA YATNA SAFITRI	20	17	10	14	2	63
DESTI ALIYA PRABOWO	18	10	13	15	3	59
DINI AULIYA	16	9	7	10	2	44
DITA JULIA MUTHIARANI	16	9	13	11	3	52
DWI LIYANA PUTRI	17	14	10	19	4	64
FIRLY MADA AKHYANA	18	14	15	17	2	66
ISLAMIATUN KHASANAH	17	14	15	9	2	57
ISMIYATI AHSANU AMAL	16	9	7	7	2	41
ITA LUTFIANI	20	11	15	11	3	60
MELINDA DWI LESTARI	15	8	9	7	2	41
NUR ROHAYATI	16	12	10	10	2	50
PUTRI HANDAYANI	19	12	11	9	2	53
PUTRI LINDA LESTARI	15	11	15	13	3	57
PUTRI MARSELA	20	13	14	17	3	67
RAFA NAURA SAFITRI	15	8	8	9	2	42
RASYIA ISLAMI PASYA	17	10	11	10	2	50
RISVI SILVIANI	15	9	10	6	2	42
SABRINA QOTRUNNADA	18	11	15	17	3	64
SAFA AENUN NADYA	13	7	9	7	2	38
SITI ANISAH	16	9	11	14	3	53
SITI KHAFIFAH	17	10	13	9	2	51
SITI KOMARIYAH	11	9	8	5	2	35
SITI NUR AENI	14	8	10	7	2	41

## Post-tets Control

Nama	Content	Organization	Vocabulary	Language Use	Mechanics	Scores
AFNI WULANDARI	17	14	10	19	4	64
ALDA MEI SRI GUMANTI	20	17	11	14	3	65
ANGGIE NUR CAHYANI	18	18	12	17	4	69
ARISTA RIZQIYANI	24	14	15	15	3	71
ASYIFA FEBRIANISA	20	14	13	19	4	70
BUNGA ANINDIA PRADEFA	20	11	15	10	2	58
CHIKA OKTAVIANA	18	10	13	9	2	52
DEA YATNA SAFITRI	20	18	14	17	3	72
DESTI ALIYA PRABOWO	18	13	15	14	3	63
DINI AULIYA	17	11	9	9	2	48
DITA JULIA MUTHIARANI	19	12	15	13	3	62
DWI LIYANA PUTRI	20	15	17	15	3	70
FIRLY MADA AKHYANA	22	14	20	20	3	79
ISLAMIATUN KHASANAH	23	17	15	22	4	81
ISMIYATI AHSANU AMAL	23	17	7	22	4	73
ITA LUTFIANI	27	18	10	22	3	80
MELINDA DWI LESTARI	21	14	0	20	2	57
NUR ROHAYATI	20	14	15	19	3	70
PUTRI HANDAYANI	22	14	10	17	3	66
PUTRI LINDA LESTARI	22	15	15	20	3	75
PUTRI MARSELA	21	13	16	19	3	70
RAFA NAURA SAFITRI	20	14	15	19	3	73
RASYIA ISLAMI PASYA	22	14	15	19	4	74
RISVI SILVIANI	22	14	19	19	3	77
SABRINA QOTRUNNADA	21	14	20	19	3	77
SAFA AENUN NADYA	15	9	13	8	2	47
SITI ANISAH	18	13	15	11	3	60
SITI KHAFIFAH	20	13	17	15	3	68
SITI KOMARIYAH	15	11	11	9	2	48
SITI NUR AENI	17	10	11	8	2	48

Appendix 5 T-Table

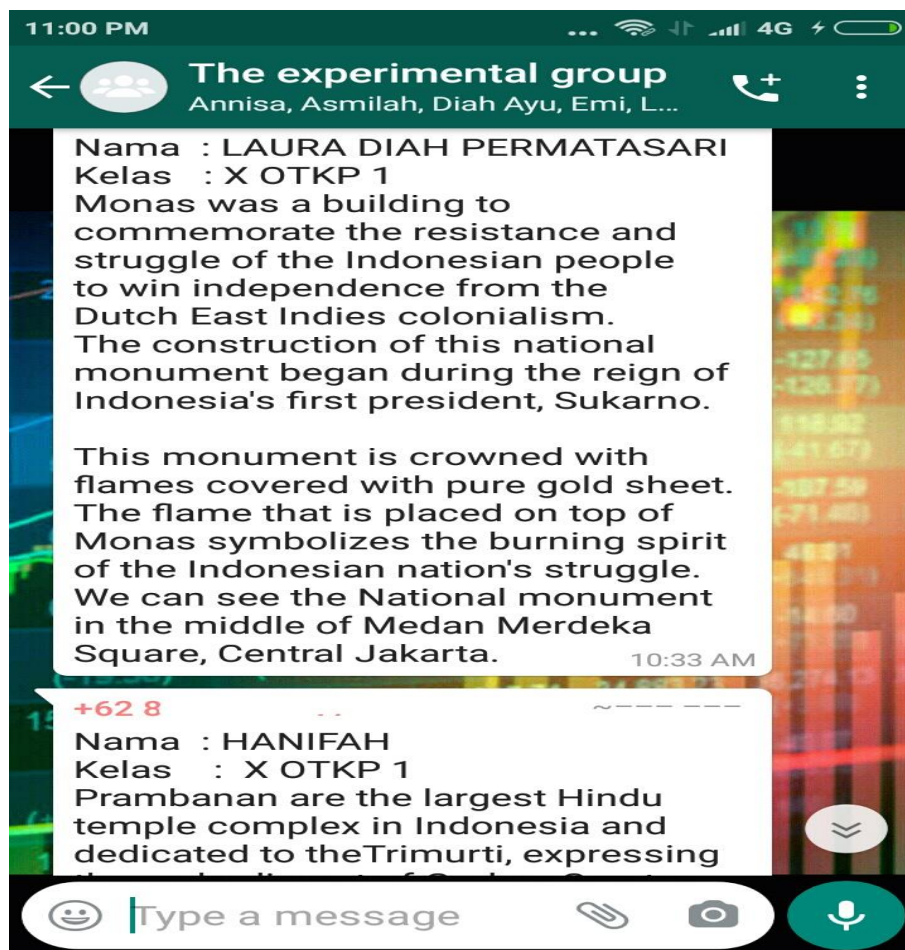
Level of significance for one-tailed test						
	.10	.05	.025	.01	.005	.0005
Level of significance for one-tailed test						
df	.20	.10	.05	.02	.01	.001
1	3,078	6,314	12,706	31,821	63,657	636,619
2	1,886	2,920	4,303	6,965	9,925	31,598
3	1,638	2,353	3,182	4,541	5,841	12,941
4	1,533	2,132	2,770	3,747	4,604	8,613
5	1,476	2,015	2,571	3,365	4,032	6,859
6	1,440	1,943	2,447	3,143	3,707	5,959
7	1,415	1,895	2,365	2,998	3,499	5,405
8	1,397	1,860	2,306	2,896	3,355	5,041
9	1,383	1,833	2,262	2,821	3,250	4,781
10	1,372	1,812	2,228	2,764	3,169	4,587
11	1,363	1,796	2,201	2,718	3,106	4,437
12	1,356	1,782	2,179	2,681	3,055	4,318
13	1,350	1,771	2,160	2,650	3,012	4,221
14	1,345	1,761	2,145	2,624	2,977	4,140
15	1,341	1,753	2,131	2,602	2,947	4,073
16	1,337	1,746	2,120	2,583	2,921	4,015
17	1,333	1,740	2,110	2,567	2,898	3,965
18	1,330	1,734	2,101	2,552	2,878	3,922
19	1,328	1,729	2,093	2,539	2,861	3,883
20	1,325	1,725	2,086	2,528	2,845	3,850
21	1,323	1,721	2,080	2,518	2,831	3,819
22	1,321	1,717	2,074	2,508	2,819	3,792
23	1,319	1,714	2,069	2,500	2,807	3,767
24	1,318	1,711	2,064	2,492	2,797	3,745
25	1,316	1,708	2,060	2,485	2,787	3,725
26	1,315	1,706	2,056	2,479	2,779	3,707
27	1,314	1,703	2,052	2,473	2,771	3,690
28	1,313	1,701	2,052	2,467	2,763	3,674
29	1,311	1,699	2,048	2,462	2,756	3,659
30	1,310	1,697	2,045	2,457	2,750	3,646
40	1,303	1,684	2,021	2,423	2,704	3,551
60	1,296	<b>1,671</b>	2,000	2,390	2,660	3,460
120	1,289	1,658	1,980	2,358	2,617	3,373
∞	1,282	1,645	1,960	2,326	2,576	3,291

## Appendix 6 The Students' Writing Skill of Experimental Group (Pre-Test)

Nama : Laurah Diah Permatasi

Kelas : OTKP 1

Score : 63



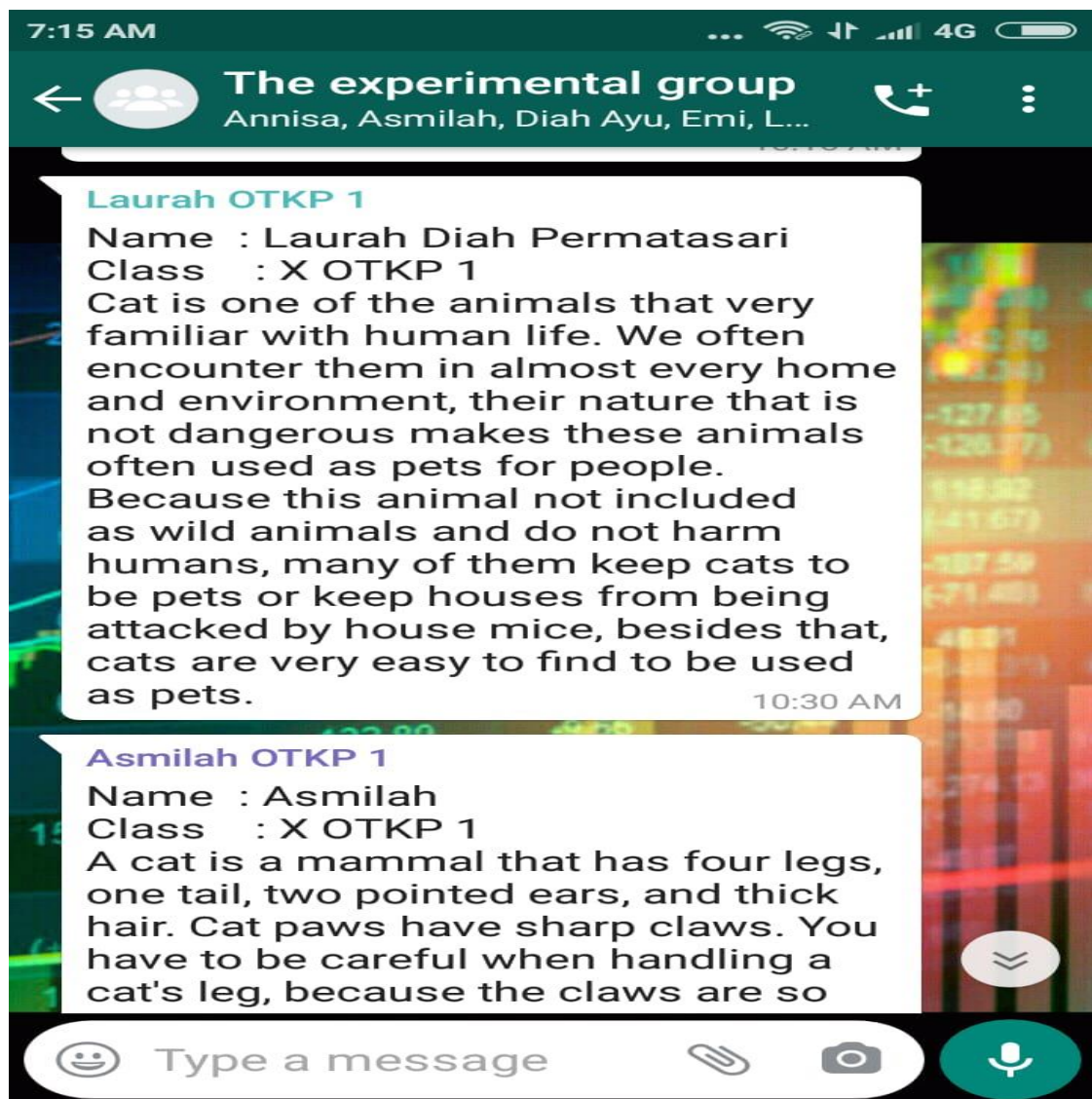


## Appendix 7 The Students' Writing Skill of Experimental Group (Post-Test)

Nama : Laurah Diah Permatasari

Kelas : OTKP 1

Score : 86

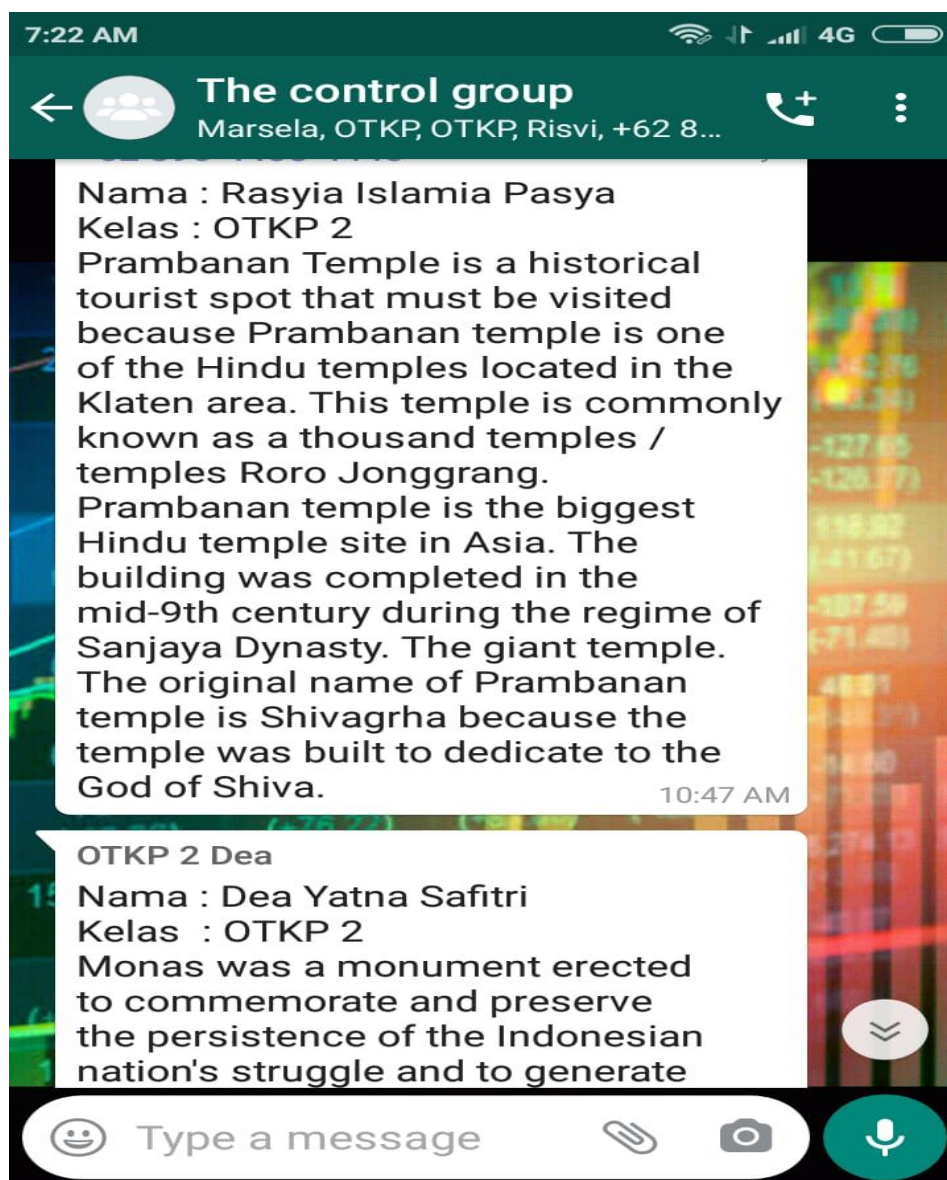


## Appendix 8 The Students' Writing Skill of Experimental Group (Pre-Test)

Nama : RASYIA ISLAMI PASYA

Kelas : OTKP 2

Score : 50

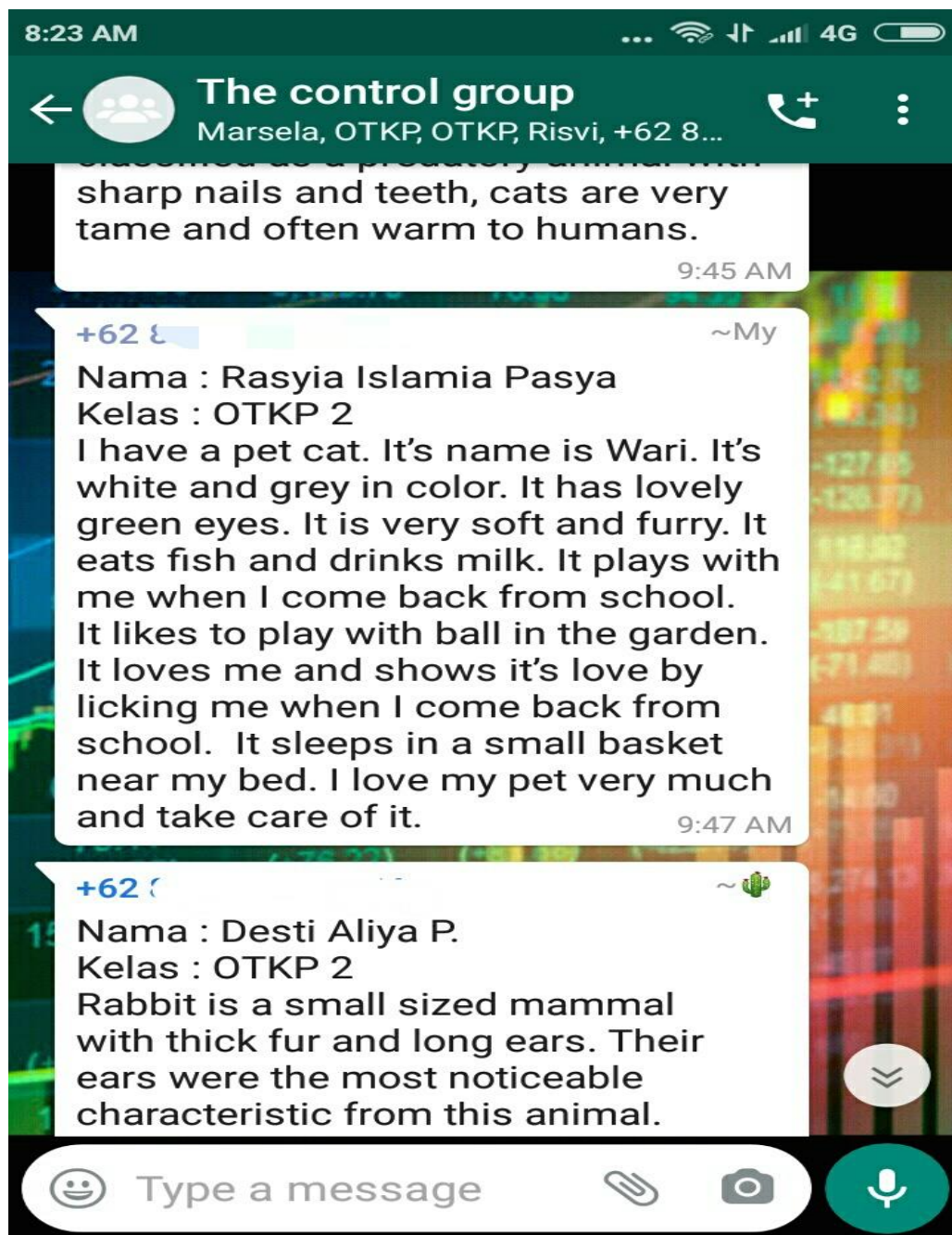


## Appendix 9 The Students' Writing Skill of Experimental Group (Post-Test)

Nama : RASYIA ISLAMI PASYA

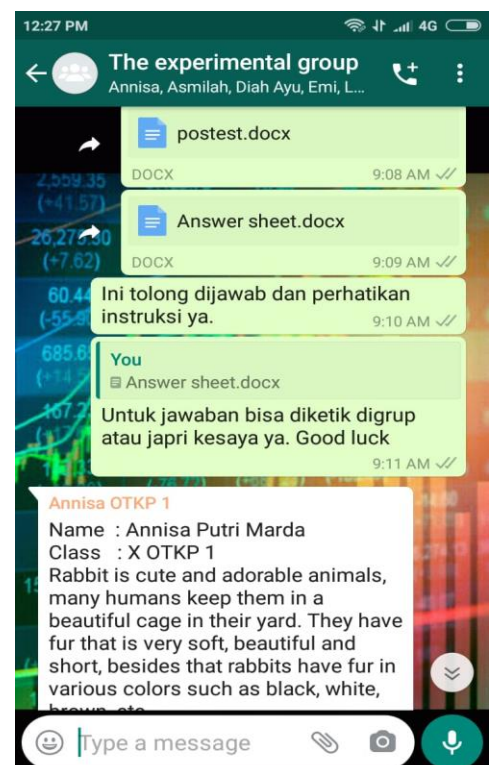
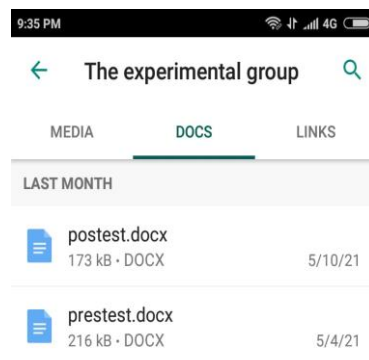
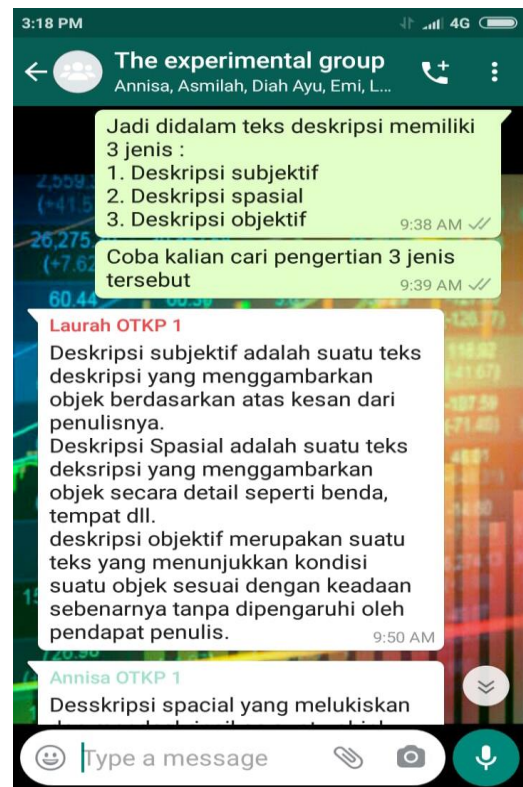
Kelas : OTKP 2

Score : 74





## Appendix 10 Pictures of Experimental Group



## Appendix 11 Pictures of Control Group

